Unit 4 - Concepts About Print/Nonprint Resources

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Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 5TH GRADE

CONCEPTS ABOUT PRINT/NONPRINT RESOURCES

Belleville Board of Education

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Unit Overview

Unit Overview for Fifth Grade, Unit 4 - Concepts about Print/Nonprint Resources major focus is for students to recognize and identify parts of a book (cover, title page, illustrations, spine, spine label, table of contents, publisher, glossary and Index). They will also learn about the different role of an author or illustrator play in the creation of writing a book. They will become an author/illustrator themselves, when they create their author and illustrator page in their library skill booklet. They will be able to point out where you would find the name of an author on the cover of a book or ebook. Students will be introduced to resources that are available in a school library or public library, like a Picture Dictionary. They will understand that a dictionary contains words and definitions. The student will also be introduced to an Atlas and will recognize that they contain maps that represent an area. They will learn how to do a Google search when looking for words or images. The student will also be introduced to utilizing Mapquest-or Google Maps online as a resource.

Enduring Understanding

Enduring understandings:

- **Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.**
- **Designing and creating from the appropriate types of media for a specific purpose enhances learning.**
- **Acquisition, evaluation, and use of materials should meet a specific need.**
- **Skills learned and mastered at the school library can be used at the public library.**
- **Exploring a variety of print material will help students learn how the physical features of books and other resources contribute to meaning.**

Essential Questions

Essential Questions are:

- **How do you recognize parts of a book?**
- **Why is it important to understand how to use the resources in a book and online?**
- **What features of a book help you decide if you would like to read it or if it has the information you are seeking?**
- **Who is responsible for producing a book?**
- **What are some of the reasons for choosing to read a fiction book?**
- **What are some of the reasons for choosing to read a nonfiction book?**
- **How can you determine which sources have the best information for your specific needs?**
- **How can you use the organizational structure of a source to access information?**

Exit Skills

By the end of 5th Grade, Library Media Unit 4 - Concepts About Print/Nonprint Resources , the students should be able to:

- **Verbally demonstrate knowledge of Unit 4 Vocabulary.**
- **Identify and locate Parts of a Book (Cover, title page, illustrations, spine, spine label, table of contents, publisher, glossary and Index).**
- **Identify and explain the roles of the author and illustrator.**
- **Beginning knowledge of Print/Nonprint Resources (Dictionaries,Encyclopedia, Thesaurus, United States Atlas, Almanac) available in the school library/public library.**
- **Recognition of determining factors in choosing a book that meets their needs.**

New Jersey Student Learning Standards (NJSLS-S)

New Jersey Student Learning Standards applicable to Unit 4-Concepts About Print/Nonprint Resources include:

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty

	of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SOC.6.1.8.B	Geography, People, and the Environment
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).
AAAA.K-12.1.1.3	Develop and refine a range of questions to frame the search for new understanding.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
AAAA.K-12.1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.

AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.5	Connect ideas to own interests and previous knowledge and experience.
AAAA.K-12.4.1.6	Organize personal knowledge in a way that can be called upon easily.
AAAA.K-12.4.1.7	Use social networks and information tools to gather and share information.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 4 - Concepts about Print/Nonprint include:

- **Language Arts**
- **Technology**
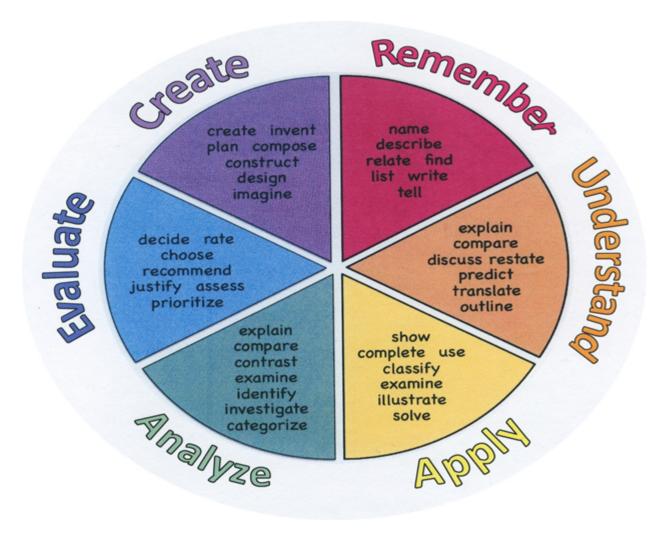- **Social Studies**
- **Science and Science Inquiry**
- **Mathematics**

Learning Objectives

Effective Learning Objectives Used in Lesson Planning:

- **Identify** and **Utilize** the parts of a book (cover, title page, spine, spine label, table of contents, publisher, glossary and Index).
- **Develop** and **Produce** the work of an author and illustrator.
- **Compare** and **Select** Print and Nonprint resources

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

A wheel diagram showing Bloom's Taxonomy levels with associated verbs:

Create: create, invent, plan, compose, construct, design, imagine

Remember: name, describe, relate, find, list, write, tell

Understand: explain, compare, discuss, restate, predict, translate, outline

Apply: show, complete, use, classify, examine, illustrate, solve

Analyze: explain, compare, contrast, examine, identify, investigate, categorize

Evaluate: decide, rate, choose, recommend, justify, assess, prioritize

Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- **Introduce Unit 4 Library Vocabulary.**
- **Introduce and continually review Parts of a Book when reading a story or nonfiction book.**
- **Students complete Parts of a Book activities to reinforce instruction.**
- **Familiarize the learner with the roles of the author/illustrator.**
- **Practice writing a story using Scholastic Story Starters website http://www.scholastic.com/teachers/story-starters/**
- **Students view popular author/illustrator video clips on the process of writing/illustrating a book.**
- **Students practice being an author/illustrator with completion of worksheet activities.**
- **Acquaint the learner with Print/Nonprint Resources (Dictionary, Almanac, Encyclopedia, Thesaurus, Atlases) available in the school library/public library and online.**

- **Suggest various factors readers use when choosing a nonfiction book for their research needs.**
- **Familiarize and/or Review with students the PARCC Website: PARCC ELA and Math Tutorials, Equation Editor practice, and Practice Tests- https://parcc.pearson.com/practice-tests/**

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), will be chosen from the following list:.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline

- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources include:

- **The Complete Library Skills Grade4-McGraw-Hill Children's Publishing.**
- **Library Safari: Unique Library and Research Activities!**
- **Stretchy Library Lessons-Library Skills**
- **Stretchy Library Lessons-Multicultural Activities**
- **Stretchy Library Lessons-Research Skills**
- **Practice writing a story using Scholastic Story Starters website http://www.scholastic.com/teachers/story-starters/**
- **To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla**
- **To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla**
- **To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/**
- **How to Use the Dictionary-Developing Language Skills - World Almanac Education or Online dictionary https://www.merriam-webster.com/**
- **Using the Thesaurus: Activities to Encourage Creative Writing-World Almanac Education**
- **Survey the U.S.A. Grades 3-5 World Almanac Education - Atlas & Geography Lessons for Grades 3-5.**
- **Be a Map Master! - Scholastic News Activity Book to expose students to a variety of maps and map skills.**
- **World Almanac for Kids Activities (Facts Take Shape Part 1, Facts Take Shape Part 2, State Stats Part 1, State Stats Part 2, Animal Facts, Going Global Part 1, Going Global Part 2, Sports Fun) to be used with the World Almanac for Kids book or online Almanac.**
- **PARCC Website: PARCC ELA and Math Tutorials, Equation Editor practice, and Practice Tests- https://parcc.pearson.com/practice-tests/**
- **Cool Country Report Activity to be used with print/nonprint Encyclopedia https://www.factmonster.com/ .**
- **Scholastic Bookflix Author/Illustrator biographies and author/illustrator websites and interview links http://bkflix.grolier.com/**

Categories-

- Animals and Nature
- Earth and Sky
- People and Places
- ABC's and 123's
- Family and Community
- Music and Rhyme
- Adventure
- Celebrations
- Imagination

American Library Association - Great Websites for Kids http://gws.ala.org/ (Categories of Website collection-Animals,The Arts,History and Biography, Literature & Languages, Mathematics and Computers, Reference Desk, Sciences, Social Sciences)

Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) - http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001

Ancillary Resources

Ancillary Resources used:

Technology Infusion

Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

Utilization of the Smart TV to view the following websites:

- Scholastic Bookflix - http://bkflix.grolier.com/
- Storyline Online - http://www.storylineonline.net/
- Practice writing a story using Scholastic Story Starters website http://www.scholastic.com/teachers/story-starters/
- To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla
- To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla
- To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/
- PARCC Website: PARCC ELA and Math Tutorials, Equation Editor practice, and Practice Tests- https://parcc.pearson.com/practice-tests/
- American Library Association - Great Literature and Languages Websites for Kids - http://gws.ala.org/category/literature-languages
- Youtube-Story books for Children https://www.youtube.com/
- Teacher tube - http://www.teachertube.com/
- Epic! for Educators - https://www.getepic.com
- Factmonster.com Online Dictionary-Encyclopedia-Thesaurus-Almanac-Atlas-Timelines https://www.factmonster.com/
- Online Dictionary https://www.merriam-webster.com/
- American Library Association - Great Websites for Kids http://gws.ala.org/ (Categories of Website collection- Animals,The Arts,History and Biography, Literature & Languages, Mathematics and Computers, Reference Desk, Sciences, Social Sciences)
- Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) - http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen

Activities

Podcasts   Texts
Digital Stories   Apps
Notebooks   Movies
Surveys   Music
Presentations
Websites
Animations
Paintings

Blog Journal
Diagraming
Bing Search Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

Graphing   Voting
Mindmapping Reading comprehension
Peer Assessment Judging Spreadsheets
Surveying Summarising Listening
Mapping Comparing

Action Verbs

Transform   Recognise
Imagine Teach   Describe Identify
Design Construct   Infer Retrieve
Rearrange   Match Locate
Invent   List

Rate
Opinion
Critique
Collaborate
Assess Debate
Justify
Prioritise

Create   Understand
Evaluate   Apply
Analyse

Use Demo
Teach Record
Share Draw
Simulate
Create
Construct

Survey Deduce
Infer Differentiate
Sequence
Contrast Examine
Outline Compare

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills

The 21st Century Skills that will be incorporated into this unit include:

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations for this unit will be chosen from the following:

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning

- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Intervention Strategies that will be employed in Unit 4 - Concepts About Print/NonPrint Resources will be chosen from the following:

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning adaptations that will be employed in Unit 4 - Concept About Print/Nonprint Resources will be chosen from the following list:

- printed copy of board work/notes provided

- additional time for skill mastery

- assistive technology

- behavior management plan

- Center-Based Instruction

- check work frequently for understanding

- computer or electronic device utilizes

- extended time on tests/ quizzes

- have student repeat directions to check for understanding

- highlighted text visual presentation

- modified assignment format

- modified test content

- modified test format

- modified test length

- multiple test sessions

- multi-sensory presentation

- preferential seating

- preview of content, concepts, and vocabulary

- reduced/shortened reading assignments

- Reduced/shortened written assignments

- secure attention before giving instruction/directions

- shortened assignments

- student working with an assigned partner

- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in Unit 4 - Concepts About Print/Nonprint Resources will be

chosen from the following list:

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: